

April 3, 1986

DOUGLAS COLLEGE
ARCHIVES

PAUL BERKOWITZ SCHOLARSHIP CONCERT

On April 3, internationally acclaimed pianist Paul Berkowitz will perform a benefit concert at Douglas College.

Since Berkowitz's successful London debut in 1973, this Montreal-born pianist has performed regularly at the Queen Elizabeth Hall, and for the BBC radio. In addition, he is heard quite frequently as a recitalist and on the radio in Europe, America and Canada including regular appearances with the Montreal Symphony Orchestra.

"Paul Berkowitz is a rising piano talent who is receiving critical acclaim in Europe and North America," says Richard Kitson, chairman of the Arts and Humanities department at Douglas College. "We're very pleased that we are able to present an artist with an international reputation."

The evening's program includes Beethoven's Sonata in G, Opus 14 No. 2, Schubert's Sonata in A minor D 784 and Schumann's famous Davidsbundlertanze.

Davidsbundlertanze Opus 6, or the Dancers of the Brothers of David, deals with an imaginary society of famous people (both dead and alive) which existed in Schumann's mind. They met to counter philistinism in music and the arts. It is a suite of character pieces which has autobiographical significance.

"Florestan and Eusebius in the Davidsbundlertanze represent the two sides of Schumann's schizophrenia," says Kitson. "The Florestan persona is the romantic hero meeting challenge and Eusebius represents the philosophical dreamer."

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MAD HATTER 2

Berkowitz cont...

He will perform in the Douglas College Performance Theatre, 4th floor, 700 Royal Ave., New Westminster at 8:00 p.m.

Tickets are available at the Box office at a cost of \$8.00 for general admission and \$5.00 for seniors and students. For reservations call 520-5488.

- DOUGLAS COLLEGE NEWS SERVICES

KILLING US SOFTLY

In the advertising world, "sex is the message." This subject will be addressed in the film "Killing Us Softly", which deals with the images of women and children in modern advertising.

This film, the last event in the Douglas College Humanities Institute Spring series, is scheduled for April 10 at 12:30 p.m. and 7:00 p.m. A discussion of this film, hosted by Marian Exmann, Coordinator of the Douglas College Women's Centre, will follow.

Through their depiction as sex objects, women and children are often exploited by advertisers in an attempt to sell everything from perfume to automobiles, says Exmann.

"It is important that we become aware of what we are viewing on television and in the print media," says Marian Exmann. "In advertisements, women are seen to only have value if they are young, beautiful and if they possess the 'perfect' physique. They are seen to be obsessed with trivial things and consequently are depicted as not being very bright."

"Killing Us Softly" discusses the effects of this portrayal of women and children in the media. Women and children are depicted in a negative fashion, which affects the way they form opinions about themselves.

"I believe there is a direct correlation between Anorexia Nervosa and the media images of women", says Exmann. "Women are trying to look like the people in commercials, but even

those models depend upon technology such as air-brushing photograph touch-ups and mirrors, to achieve that image."

This free event will be held at the New Westminster Campus. The general public is invited to attend.

- DOUGLAS COLLEGE NEWS SERVICES

ATHLETICS & INTRAMURALS

Men's Basketball:

- Sait, Alberta
- Sheridan, Ontario
- Dawson, Quebec
- Douglas College, B.C.
- Fraser Valley College, B.C.
- Saskatchewan Technical Institute, Sask.
- Assiniboine, Manitoba
- Teachers College, Nova Scotia

Player of the Game Awards:

- Steve Betts, Douglas College
- Al Church, Douglas College

Women's Basketball:

- Dawson, Quebec
- Mt. Royal, Alberta
- Mohawk, Ontario
- Douglas College, B.C.
- Fraser Valley, B.C.
- Saskatchewan Technical Institute, Sask.
- Red River College, Manitoba
- Kings College, Nova Scotia

All-Canadian Award:

- Becky Watson, Douglas College

Player of the Game:

- Kathleen Knight (2 games)

Tournament All-Star:

- Mirijana Jurcic, Douglas College
- cont...
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Hockey:

- Nait, Alberta
- Humber, Ontario
- Victoriaville, Quebec
- Red River College, Manitoba
- University College of Cape Breton, Nova Scotia
- Cariboo College, B.C.
- Saksatchewan Technical Institute, Sask.
- Douglas College, B.C.

Player of the Game Awards:

- Brian Weber, Douglas College
- Chris Klovon, Douglas College
- Daryl Pretzer, Douglas College

Men's Volleyball:

- Limoilou, Quebec
- Red Deer, Alberta
- Vancouver Community College, B.C.
- Mohawk, Ontario
- Douglas College, B.C.
- Red River, Manitoba
- Briarcrest, Saskatchewan
- Coast Guard, Nova Scotia

Curling:

- Manitoba (mixed)
- Saskatchewan
- Alberta
- Douglas College, B.C.
- Selkirk, B.C.
- Ontario

Badminton:

- Our only representative **Lisa Joe** received a silver medal in the Women's Singles event.

**This year was a first experience with National competition for all teams and they represented Douglas College and B.C. by winning many of their games and losing in terms of the score only. Each of our student athletes deserves a most hearty congratulations.

Betty Lou Hayes

SLOW STRETCH CLASSES

Slow Stretch Classes now three (3) times a week.

Mon.- Wed.- Thurs. 12:10 - 12:50 p.m. Room 1313

These classes are designed for those who would like to increase flexibility and strength without running our bouncing. An excellent class for those who desire a light exercise program.

ACCOMMODATIONS NEEDED

The National Youth Choir will be coming to Douglas College and rehearsing during April 25 to May 5. Diane Loomer will be arranging all their Expo activities. These individuals (18-25 year olds) need places to stay - preferably in the New Westminster area. Anyone who is willing to provide a home for these individuals should contact Diane Loomer. (Meals are not required).

BIKING IN CHINA

Charles Marxer, Instructor of Philosophy, will lead a tour of Central China from May 4 to May 24, 1986. The route includes ten major cities from Beijing to Shanghai. Travel is by plane, train, bus, boat, and bicycle. For further information, contact Charles at 535-0722.

FOR SALE

Cedar window boxes, 10" by 8" triangular shape. Douglas College Daycare, local 2814.

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For Sale

24' SAN JUAN

Full Sail inventory, 2 Spinnakers
Electric Start Motor

\$12,500

Call Connie Land at local 4350

BOOKSTORE CLOSURE

The Bookstore will be closed for Inventory April 4 & 5.

\$MONEY\$MONEY\$MONEY

At this time of year, it is useful to review Revenue Canada interpretations relating to interest on money borrowed for the purpose of earning income.

Following are some thoughts that might help:

1. Investments paying a stipulated rate (bonds, T-Bills, term deposits):
 - all interest is deductible if the rate of return exceeds the interest rate paid. If it doesn't, deduct only the lesser amount i.e. if you pay interest at 12%, and realize a return of 10%, you can claim only 10% interest.
2. Investments paying fixed dividends:
 - measure deductibility against the "grossed up" amount of the dividend (50% in 1985 year) i.e. a 10% preferred would gross up to 15%.
3. Common stock investments:
 - all interest is deductible, even if no dividends are paid, since it is assumed the future may hold one.
4. Items like gold bullion:
 - no interest is deductible, since capital gains are not treated as income from property.
5. RRSP contributions borrowed:
 - no interest is deductible.
6. Underpayment of tax to government:
 - if you are assessed an interest cost, it is

not deductible.

7. Investments that have been sold, and not replaced:
 - the interest is not deductible after the sale, unless you have other income from investments against which to deduct it. This would hurt, for example, if you sold at a loss.

Remember to complete Form 2219, unless your interest claim is quite small. The relevant phone number for more information is 689-5411.

Murray Leslie, Business Dept.

CONSTRUCTION MANAGEMENT GENERAL MEETING

On March 19, 1986, fifteen Industrial Education teachers from fourteen of our local Secondary Schools met with a well-rounded group from our Advisory Committee, our Instructors (full and part-timers), a few of our graduates ('84) and two from College Management to maintain decorum. The membership director from the Applied Science Technologists and Technicians Association was present also. The meeting was planned to rekindle some old associations and to unashamedly promote enrolment directly from shop classes to Douglas College.

The I.E. teachers asked a lot of pointed questions about the "kind" of student we wanted to see from their shop classes and we tried to explain the power of motivation and curiosity in overcoming the fear of Algebra 11. It appears that one or two students may be hiding out in current shop classes and be quite unaware of the options available at Douglas. After this meeting, their teachers should be better able to encourage the potential managers in their classes.

The two recent grads from the program added a real-world flavor by describing their successes after graduation - one had transferred to BCIT and the other has become a superintendent on a major highway project. They advised the

continued next page...

Construction Management cont...

teachers on the valuable aspects of Shop courses for the Construction Management Program at Douglas. (They praised our program too, of course.)

The most valuable outcome was a mutual desire to "do it again" and we will promote the concept of an advisory board to improve the bridging between high school and the college. We may have a tiger by the tail but we know we have formed a fresh and valuable connection with a small group of interested students (and their teachers) which could grow in size as the potential for transfer develops.

We feel good about it.

Hank Naylor

MAPLE RIDGE AGREEMENT

The Douglas College Board of Governors met in Maple Ridge recently to affirm their view that the College and School District #42 begin sharing facilities in September 1987.

The announcement was made by College Board chairman Gerry Trerise, a Maple Ridge resident, and Betty Levens, a board chairman of the Maple Ridge School District, at a meeting held in the School Board district office.

Douglas College currently offers classes in a small, four-room campus on 224th Street in this Fraser Valley community.

Trerise gave special credit for the facility sharing proposal to school trustee and former Douglas College board chairman Helen Casher. He also said the agreement could become "a model for other colleges and school districts around the province."

Jim Doerr, the Dean responsible for the Maple Ridge campus, said the distance to New Westminster has always been recognized as the limiting factor for people living east of the Pitt River.

"This agreement is a good example of where a cooperative relationship can lead you," said College President Bill Day. "this is totally positive, and will be a win/win situation for both ourselves and School District #42."

School Board Chair Levens said the agreement was a "mark of the pairing we've had for so long. Everything appears to be going smoothly and the facility sharing is something we really need in this community."

"I'm simply amazed at the number of people who are now talking about Douglas College for students," Levens said. "It's absolutely vital that we have this type of facility at our doorstep."

Douglas College and School District #42 are now working out the final details of the plan which would see students have access to more post-secondary education in Maple Ridge.

"All the support and positive feedback we can get will be a help," said trustee Casher. "As a school district we've already received a tremendous amount of support from Douglas College."



The newest member of the Douglas College Board of Governors is Myrna Popove, a Coquitlam resident and small business owner. Popove joined the board this month and is very enthusiastic about community initiatives and projects underway at Douglas College.

UPCOMING EVENTS

For the Week of April 1 - April 5, 1986

From the Humanities Institute:

El Polifemo De Oro

A musical tribute to Federico Garcia Lorca by Smith-Brindle. Guitarist Michael Strutt (of the Douglas College Music Department.)

and

Federico Garcia Lorca: A Murder in Granada (movie)

Both events on:

April 3, 1986

12:30 - 2:00 p.m. and 7:00 - 9:00 p.m.

Room 2203

\$ \$ \$ \$ \$

Noon at New West

Just Brass Quintet

Director, Blair Fisher

April 3, 1986

12:30 p.m.

Douglas College Performance Theatre

\$ \$ \$ \$ \$

Paul Berkowitz

Benefit Concert

April 3, 1986

Douglas College Performance Theatre

8:00 P.M.

Tickets \$8.00 for General Admission and
\$5.00 for seniors and students

For the Week of April 7 - April 12, 1986

Computational Vision and Remote Sensing

Guest Lecture

Thursday, April 10, 1986

12:15 - 1:00 p.m.

Room 3408

Presented by: Robert Woodham, B.A., S.M.,
E.E., Ph. D. (M.I.T.) UBC
Department of Computer Science

\$ \$ \$ \$ \$

Movie: Killing Us Softly

(Sponsored by the Humanities Institute)

Explores the image of women presented by
modern advertising. Hosted by Marian Exmann.

Room 2203

April 10, 1986

12:30 - 2:00 p.m. and 7:00 - 9:00 p.m.

\$ \$ \$ \$ \$

Noon at New West

Ellen Silverman and Rudy Rozanski
perform works for two pianos

April 10, 1986

12:30 p.m.

Douglas College Performance Theatre

\$ \$ \$ \$ \$

Douglas College Music Scholarship Concert

April 11, 1986

8:00 p.m.

Douglas College Performance Theatre

Students/Seniors: \$3 General: \$5

LOCAL CHANGES

Please note the local changes in the Library:
Ivy Tsang - Local 2110

Additions:

Joan Hussy - 2100
Patrick Blaine - 5842 - Student Ombuds
Office

THANK-YOU TO THEATRE STUDENTS

I would like to extend my thanks to four Douglas College theatre students for the improvisation they gave to the B.C. Registrar's workshop on March 7, 1986. The skit was enjoyed by all who attended the session. The comment was made by the presenter, Jeri Krogseth, "they've said it all so well, there is little to add".

Congratulations to Joe Seaman, Ian Boothby, Dan Derkson, Caroline Heisler and their instructor Dorothy Jones.

Trish Angus, Registrar

HOST FAMILIES

Host families are needed to house exchange students from Quebec and Japan who will be studying at Douglas College this summer.

Accommodations will be needed in the New Westminster area for English as a Second Language students between May 20 to June 27 and July 21 to August 23.

English speaking families who can provide room and board plus a pleasant family environment for these exchange students will be paid a per day rate for their hospitality.

Interested people can contact the Summer Language Programs department of Douglas College at 520-5463.

P.D. DAY

Staff P.D. Day will be Tuesday, June 3, 1986. A tentative schedule of sessions will appear in the "Mad Hatter" soon.

Barb Franck
Susan Simbirski

ALL PERSONNEL

Dr. Walter Hardwick has informed us that legislation is pending regarding the amalgamating of the Open Learning Institute and the Knowledge Network of the West into one organization - The Open Learning Authority. Information is available from the Deans, Bursar, and the representatives of the Student Society, the B.C.G.E.U. and the DKFA on Management Committee.

-Bill Day

NEW ARCHIVE ACQUISITIONS

The New Westminster Permanent Campus Project Development Committee records were received by the Archives in 1985. Arrangement and documentation of the papers are now complete, and the files can be consulted as Record Group 12, Sub-Group 2.

In 1984 and 1985 the Douglas College Student Society donated its historical files to the College Archives. These records have now been arranged and documented as Record Group 40.

College personnel wishing to consult these or other records in the Archives should contact Jean Cockburn, Archivist (local 2121) or Gaile Wotherspoon, Library and Archives Assistant (local 2108).

Jean Cockburn

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Date: March 20, 1986.

To: DOUGLAS COLLEGE BOARD

From: W. L. DAY

Re: PRESIDENT'S REPORT

A. External Matters - Municipal

The Royal City Community Development Association is in the final stages of preparation of a recommended economic strategy for the City of New Westminster. This will be presented to City Council during the next month.

The preparation of the economic profile and strategy documents, have generated a number of student jobs, and a markedly heightened profile of the business department in local affairs. The draft strategy will be very useful for planning the evolution of the Douglas College curriculum. It proposes specific roles for College students and personnel that will make the College increasingly useful to its constituents. Copies of the draft strategy will be provided to Douglas College Board members in due course.

This week, the draft Community Economic Profile for the Coquitlams will be presented to the general public. This project is a result of the collaboration of the Chambers of Commerce of Port Moody, Port Coquitlam, and Coquitlam. College students, faculty, and administration have worked on this project as well, and again, the results of the work will be of value to Douglas College in the long term, as well as in the short term. In this project, as in the New Westminster project, the support from the Business Department - administration, faculty and students - has been enthusiastic.

The New Westminster City solicitors are now creating an operating agreement regarding the present use of Queen's Park, and the future use of Simcoe Park, which, coupled with the Agreement in Principle, will complete the negotiations for long term playing field space for the College. The total process has consumed over five years, and it will be a pleasure for all parties concerned to see it completed.

B. External Matters - Education

On February 25th, the Executive of the Council of Principals met with Ministry personnel to discuss matters of common interest for the college and institute system. The restructuring of the ministries of government, the \$110 million Excellence Fund, and the implications of the Canadian Jobs Strategy drew most attention

March 20, 1986.

TO: DOUGLAS COLLEGE BOARD

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The Council of Principals is preparing a document, addressing the need of the college and institute system for more adequate levels of funding, in order to insure that government recognizes that increases in budget for the college and institute system can hardly be considered "inflationary", when there have been absolute decreases in funding for the system as a whole, while student enrollments have risen significantly. This paper will be developed over the next short while, and presented to Ministry personnel, and the BCAC Executive, in the hope that it will be found useful.

On March 3rd, the Chief Executive Officers of the Lower Mainland colleges met with members of the B.C. Business Council in Vancouver to discuss the need for better communication and long range planning in the Post Secondary Education area, relative to the directions of the B.C. economy.

They proposed the creation of an ongoing "forum", within which CEO's of colleges and institutes, major employers on the lower mainland, could informally discuss issues and opportunities for joint planning. This forum will be chaired by Mr. Gerry Franciscovich, of Chevron Canada Ltd. I have been asked to act as Vice-Chairman. Its first meeting will be in early April.

On March 6th, I spent a day at the Open Learning Institute, in consultation with a team of people working on the creation of the new Open Learning Authority. The topic for the day was "open education - the community adult education function of the new system". Dr. Terry Clement has also been acting as a consultant to the new Open Learning Authority in the area of systems development.

On March 7th and 8th, the B.C. Council of College & Institutes Principals sponsored a workshop on College Governance, during which college board members and chief executive officers could discuss the nature of the authority and role of college boards. Mr. C. Murnane, Mr. G. Trerise, Dr. Pauline Hughes, and Dr. John Hopkins were in attendance.

C. Internal Matters - Education

On February 23rd, the Hon. Russell Fraser met with Mr. G. Trerise and other Chairmen of the College Boards in Richmond. The following day, he met with Chief Executive Officers of Colleges and Institutes, and introduced the new Deputy Minister, Dr. John Dewey. The focus of attention was on the \$110 million Excellence Fund, and its relationship to the colleges and institutes

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March 20, 1986.

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On February 28th, I visited the Expo '86 site, and spent some time with Mr. West Graydon, the Director of Construction for the entire project. I now have information on the stage and lighting systems at Expo, and intend, on behalf of the Douglas College Foundation to solicit equipment on behalf of the College after Expo finishes.

On March 3rd, I met with the Douglas College Student Senate, in order to suggest to them ways in which the Student Society could be of assistance in the area of student aid, and job creation.

During March, Ideafest development has continued at an increasing pace. Mr. Gordon Gilgan is maintaining liaison with the Ideafest administration, so that the College will gain maximum information from the development of their training program in movie set construction. Douglas College played a support role in obtaining federal funding for Ideafest, in order to allow for the training of unemployed trades people.

We have received requests from Moriguchi and Osaka regarding development of relationships with Douglas College. Students from Moriguchi will be visiting Douglas College this summer. Requests for a more permanent operation in co-operation with Momoyama University have now been received. Mr. Gilgan will comment further, if the Board requests.

D. Internal Matters - Personnel

On February 21, Gordon Gilgan, Terry Clement, and I attended an Industrial Relations Management Association Seminar on management methods. The seminar was excellent. Evaluation of our personal performance and style of administration also proved to be very valuable to us.

On March 5th, I hosted a college-wide consultation with faculty and staff. Approximately 30 people attended the two hour review of current activities and issues.

I am pleased to announce that Mr. Ross Cameron has been appointed as Director of Personnel and Labour Relations. Mr. Cameron is attacking his new duties with gusto. I expect that our tradition of open and generally supportive relations with our employee groups will continue under his guidance.

In the latter context, I have held two extended discussions with representatives of the contract faculty of Douglas College, as suggested by the Board. These discussions have assisted me to understand some of the concerns of contract faculty of the College, and I believe have also assisted them to understand College policies and intentions more clearly.

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TO: DOUGLAS COLLEGE BOARD

March 20, 1986.

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E. Internal Matters - General

I am very happy to draw the Board's attention to the spectacular performance of Douglas College extramural teams this year. The Board will no doubt wish to ask Dr. DellaMattia for further information. The performance of all of our teams reflects credit on the players, their dedicated coaches, and Betty-Lou Hayes, our Activities Coordinator.

The production of the "Would-Be Gentleman", under the direction of Dorothy Jones, is another very positive reflection on the quality of Douglas College faculty and students. The staging, costumes, acting and lighting, are all of excellent quality. I urge Board Members who have not yet had the pleasure of seeing this play, to attend this weekend.

WLD/gb

GROUP ADVISING SESSIONS SCHEDULE

April 7 - 11, 1986

All sessions start promptly at times advertised and are approximately 1 1/2 - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus, unless stated otherwise.

1st Year Arts - U.T.
Including Major requirements
and Bachelor of Social Work

Monday, April 7
1400 hours
Room 2203
Lorraine

Business Management
Career Programs
Certificate and Diploma

Tuesday, April 8
0830 hours
Room 1717
Lorraine

Therapeutic Recreation Technician
Program & Human Services Worker -
Mental Retardation Full/Part-time

Wednesday, April 9
0830 hours
Room 2214
Amanda

1st Year Sciences - UT
Including Major and
Pre-Entry Requirements

Wednesday, April 9
1000 hours
Room 1711
Linda

Commerce & Business
University Transfer

Wednesday, April 9
1400 hours
Room 2223
Lorraine

Nursing:
LTCA, RPN, RN (Basic)

Thursday, April 10
1000 hours
Room 4247
Linda

Criminology
Certificate, Diploma &
University Transfer

Thursday, April 10
1400 hours
Room 2804
Linda

MEMORANDUM

DOUGLAS COLLEGE
ARCHIVES

To: MAD HATTER

From: MARY MATTHEWS

March 25th, 1986

Re: RECENT AUDIO VISUAL ACQUISITIONS

Deaf Women, Ambitious Dreams, Emerging Dreams - Captioned
VHS 29 mins.

This video presents two contemporary hearing impaired women, life's challenges at home, at work and in the community. The women describe their roles in these settings, why they chose such roles and their plans for the future.

Tracheotomy Care, Tube Change and Artificial Airway Cuff
Management VHS 24 mins.

Information about the aspects of safe, effective management of the patient with an artificial airway is provided in this program through a review of airway physiology and demonstrations in the actual environment.

Wild in the City 16 mm film 16 mins.

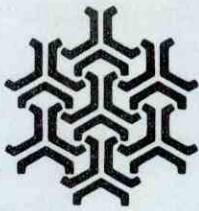
This short film explores the extent and variety of wild animal species that have adapted to, and can survive in an urban environment. Although photographed exclusively in Vancouver, the message of the film applies to any city.

Resolving Conflicts 16 mm film 22 mins.

This program teaches supervisors and managers how to respond to conflict in the most productive way. It illustrates five conflict resolution strategies: avoidance, giving it back to those involved, imposing a solution, compromise and collaboration.

Mary Matthews

MM:jrh



INNOVATION ABSTRACTS

VOL. VIII
NO. 7

Published by the National Institute for Staff and Organizational Development
With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

FROM JUST IN CASE TO JUST-IN-TIME

Just in case

Just in case the economy needs trained people, our colleges and technical institutes produce a huge batch once or twice a year. We take in more students than we can handle in a program just in case some drop out. We give them courses they do not need for foot-in-the-door training just in case a small number of them might remember some of it a few years later. And we graduate them just in case there is something that they can do with their training. Still later, we evaluate the program just in case it is doing something other than what it is supposed to be doing.

Even when many of our graduates fail to obtain employment, we continue to produce batches of them just in case things get better. We even have a name for that: *counter cyclical training*. We may not be certain why our graduates fail to get jobs and may not even want to know, but just in case it is the economy—and not the program—we maintain production.

For example, college X registers 50 students each year in a two-year program to train Resilient Flooring Technologists. Most of the graduates in this program have obtained jobs in the field. However, in a follow-up study of the 1984 graduates, it was found that only four of them obtained jobs for which they were trained. By January, 1985, college X found out why. A major technological development had reduced the demand for Resilient Flooring Technologists by 90%. However, the college had nearly 50 students in the second year of the program and 50 who had just started the first. What would college X do? It is almost certain that both the first and second year groups in the program would continue as if nothing had changed. And it is more than likely that a new group of 50 would be admitted to the program for fall, 1985. Just in case.

This kind of system is inefficient and ineffective, but many argue that it is acceptable because learning is intrinsically good. However, it is not only uneconomic; it is unethical. When Ford or Phillips build too many cars or television sets, inventory increases. If inventory builds up too much, firms go out of business (or, if the company is big enough, it is rescued by the government). Two-year institutions have unsold inventory too. The difference is that we do not have to worry much about whether our inventory gets hired. Our graduates disperse: some get jobs; some do not. We continue to produce more.

Some will be exercised over classifying graduates as inventory and will read it as evidence of an inhumane approach. But what is more inhumane than continuing to graduate people in a training program when there are few if any jobs? Call them unsold inventory or God's children: our system treats them like commodities.

Some will argue that education is an end in itself, and this justifies our system. If it is liberal education that is being discussed, indeed that is a persuasive case. However, with the exception of the CEGEPS in Quebec and a few programs in other provinces, the *primary* mandate of the two-year institution is not education and particularly not liberal education: it is training. Students do not come to two-year institutions to learn as an end in itself. Most of them did that for twelve years in school, and they attend two-year institutions to obtain marketable skills. As a test, ask yourself how many students stay at two-year institutions any longer than they have to. Compare that to the number you know who appear to have been going to university for decades.

Just a moment

The major developments for two-year institutions in Canada took place in the 1960s. The economy was expanding, the baby boom was overheating the universities, and governments seemed to think they had lots of money. Whole systems of colleges and technical institutes were launched and initially almost every program was two years long, whether registered nurse or clerk typist, just in case this was appropriate. This fit the times. Just in case probably worked because the economy was creating jobs fast enough to absorb the annual batch of graduates.

The world is very different now. The number of young people entering the work force will decline each year for the next decade, and few new jobs will be created. Of those who will be working in 1990, 90% are *already* working. The need for retraining has become obvious even to the most insular and institutionalized. However,



like the smoker who reads the cancer studies and then lights up another cigarette, our institutions may know at the periphery that the era of retraining has arrived but the centre still emphasizes training.

Ignore the written goals of an institution. The real goals of the institution are in the budget. Ask what proportion of the budget of any two-year institution is allocated to retraining activities and functions. Nevertheless, as the everything-is-possible years of the 1960s led into the everything-is-off 1970s and on to the anything-can-be-cut 1980s, two-year institutions began to adapt. While the basic just-in-case system continued, increasing questions were asked about the market legitimacy of programs.

The result was invariably an elaborate solution: extensive planning operations with economists, statisticians, and bureaucrats of every hue, monkish in their dedication to revealed truth, determining exactly how many vibration technicians are currently working in Ontario and how many will be required in Thunder Bay in May, 1989. These planning departments are good at counting but fanciful at projecting. They can add up how many are currently working but, if truth be told, they do not know whether *any* vibration technicians will be needed in 1989, much less how many in Thunder Bay. Projecting job demand beyond a year or so relies on too many assumptions to be much advanced over tea leaf reading.

If we cannot accurately project job demand in 1989 or 1990, how can we move our ponderous organizations into position to respond to business and industry at that time? The answer is contained in the question. We do not know how to get there at the same time as they do, but we could arrange to follow them all the way there. We could reinvent our organizations and our development and delivery of programs so that they are responsive and adaptive.

Just-in-time

Just in case is a system where students are pushed through the system independently of whether there are jobs available or not. Just-in-time is based on an entirely different premise. Instead of developing elaborate systems to see whether the just in case batch system will meet future needs, the two-year institutions would produce just what is needed in time for the next step, which is turned to produce just in time for the next, and so on. Just-in-time training would produce graduates not on speculation but, instead, on the basis of jobs. Just-in-time pulls students through the system on the basis of real rather than potential jobs.

This is a dramatically different view of training and of how training organizations operate. Rather than commit ten man years to ascertain how many cellular radio technologists will be needed in 1990 so that we can get started planning in 1985 for program launch in 1988, a system is developed to produce whatever number of cellular radio technologists are needed just-in-time for employers to put them to work.

This will obviously mean two things: improved program development strategies and revamped delivery mechanisms. Diploma programs currently take one to three years from idea to implementation and then two more years until the first grads emerge. The development time could be cut from years to weeks and the program delivered in a series of short-time blocks of one topic at a time. This would allow easy movement between work and study and would allow colleges to integrate training and retraining in one delivery model.

As for delivery, programs which have one entry point for incoming students and one exit point for graduates two years later are obsolete. A system which allows for short concentrated periods of study which can be taken consecutively or with alternating periods of work is an imperative in the era of retraining. The batch system has been convenient for educators but a problem for graduates and for employers. We need to cede some of our convenience and develop a system which will produce a continuous flow of graduates or at least many exits per year. We must be able to increase or decrease this flow on short notice.

Nearly two decades after its emergence as a major sector of education in this country, it is time to reinvent the community college. The concept of just-in-time has obvious utility in this process.

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**DOUGLAS COLLEGE
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